

Planning for Differentiated Professional Development

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Session Overview

- Understand the importance of coaching with regards to professional development
- Consider the many roles of a coach
- Describe the effective nature of a principal and coach relationship
- Discern between several coaching approaches
- Acknowledge a range of professional learning activities to differentiate professional development



Think and Discuss

- Why would a school want a reading coach?
- Jot down some ideas and share with a different neighbor.

Why Coaching?

- “to provide professional development and support to teachers to improve classroom instruction”

(Blachowicz, Obrochta, & Fogelberg, 2005, p. 55)

- “A skilled teacher ready to urge colleagues forward”

(Keller, 2007, p. 1)



And...

"Coaching increases the capacities for sound decision making and self directedness..."

Costas and Garmston, 2001



A Reading Coach also...

helps others to recognize their instructional knowledge and strengths, and supports them in their learning and application of new knowledge and instructional practices.

Learning Point Associates (2004)



The Roles of a Reading Coach

Roles of Coaches...

- How many hats do your reading coaches wear?
- What are those hats?
- Jot these down and share at your table.

Many Roles of Coaches...

- Resource Provider
- Data Coach
- Instructional Specialist
- Curriculum Supporter
- Classroom Supporter
- Learning Facilitator
- Mentor
- School Leader
- Catalyst for Change
- Learner

Harrison & Killion, 2006



10 Roles of Reading Coaches

- **Resource provider** – the purpose is to expand teacher's use of a variety of resources to improve instruction.
- **Data coach** – the purpose is to ensure that student achievement data drives instructional decisions at the classroom and school level.
- **Curriculum specialist** – the purpose is to ensure implementation of adopted curriculum.
- **Instructional specialist** – the purpose is to align instruction with curriculum to meet the needs of all students.



Roles Continued...

- **Classroom supporter** – the purpose is to increase the quality and effectiveness of classroom instruction.
- **Mentor** – the purpose is to increase instructional skills of the novice teacher and support school-wide induction activities.
- **Learning facilitator** – the purpose is to design collaborative, job-embedded, standards-based professional learning.



Roles Continued...

- **School leader** – the purpose is to work collaboratively with the school's formal leadership to design, implement, and assess school change initiatives to ensure alignment and focus on intended results.
- **Catalyst for change** – the purpose is to create disequilibrium with the current state as an impetus to explore alternatives to current practice.
- **Learner** – the purpose is to model continuous learning, to keep current, and to be a thought leader in the school.

Killion & Harrison, 2006



What is a Reading Coach?

For example, in Florida the definition of a reading coach is as follows:

A *reading coach* is a professional development liaison within the school to support, model, and continuously improve instruction in the classroom so that it reflects the instructional principles derived from scientifically-based research in reading.



Reading Coaches...

drive change in schools by disseminating literacy information and inciting enthusiasm about improving students' reading and writing.

As a resident expert of literacy education in a school, a reading coach, provides in-school support for teachers as they develop and improve their instructional and assessment skills. Part of the job includes assisting teachers in implementing strategies for grouping students and solving literacy-related problems.

Booth & Roswell, 2002



Consider This...

"Experience is the richest resource for adult learning; therefore, the core methodology for adult education is the analysis of experience."

Knowles, 1978



Think About It ...

- What do you think are the benefits of coaching reported by *teachers*?
- Brainstorm benefits at your table.
- Be prepared to share with the whole group.

Benefits of Coaching as Reported by Teachers

- Improved sense of professional skill
- Enhanced ability to analyze their own lessons
- Better understanding of teaching and learning
- Wider repertoire of instructional practices
- Stronger professional ties with colleagues

Pam Robbins, 1991

Benefits Continued ...

- An increased sense of efficacy
- Improved teaching performance
- Enhanced student progress
- A better articulated curriculum
- A more cohesive and positive school culture and climate



Consider this...

Coaching, properly implemented, can transform the norms of isolation into the norms of collaboration.

Robbins, 1991



Coach and Principal Relationship



Think About It ...

The effectiveness of the coaching initiative hinges on the principal and reading coach relationship, wherein the principal is accountable for effective implementation of the initiative, while the reading coach receives the necessary professional development and subsequently coaches, mentors, and partners with teachers during the literacy time.

Adopted from Booth & Roswell, 2004



Fountas and Pinnell

Administrators foster a professional learning community to inspire good teaching.

- Retaining good teachers lead to improved school culture.
- Cooperating with enthusiasm promotes reflection and practice.



Killion and Harrison

- Partnership agreements are a form of **contract or mutual agreement** between a coach and his or her principal.
- The agreements typically are about the scope of the work, expected results, and other details associated with the coach's work with individuals or teams.

Contracting is Essential

- Define and agree on the reading coach's job responsibilities
- Clarify boundaries which allows a coach to focus on specific needs
- Set clear limits as to what is and what is not the responsibility of the coach

Harrison & Killion, 2006



Roles and Responsibilities

Coach

- What expectations do you have of me and the work I do?
- What responsibilities will I have as a member of this staff?
- What responsibilities will I have beyond my coaching responsibilities?

Principal

- What do you expect of me?
- What do we think teachers expect of you?
- What does the district expect of you?



Clients

Coach

- Which teachers will I work with?
- How will I determine which teachers to work with?

Principal

- Where are the greatest needs in our school?
- Which teachers have expressed interest in receiving your support?
- Our areas of greatest student need are ...



Boundaries of Work

Coach

- What are the boundaries of my work?
- What is outside the boundaries of my work?
- How do you feel about me ...e.g. serving on a district committee, facilitating a school committee, etc.

Principal

- What are the defined responsibilities of your role as a coach?
- How much flexibility do we have to adjust your work to meet the needs of our students and staff?



Support and Resources Needed

Coach

- Here is how you can support me in my role as a coach ...
- What resources are available to me?
- Where will I meet with teachers?
- What technology will be available for me?
- Do I have access to money for professional publications or development?

Principal

- What support do you want from me?
- What resources do you need to feel comfortable?
- Here's how you will share in the school's resources for professional development...



Expected Results

Coach

- What percentage of the staff do you expect me to work with?
- What results do you expect over the next year, two years, three years?
- What are the school's improvement goals?

Principal

- What procedural goals are appropriate for your work in this school?
- Here are the improvement goals we have ...



Timelines

Coach

- When do you want this finished?
- What are the short- and long-term timelines for my work?

Principal

- When will you be able to meet with all departments?
- When will you complete your one-on-one visits with every teacher?



Communication

Coach

- When shall we meet to discuss my work plan?
- How often shall we meet to discuss my work?

Principal

- When can we meet to discuss how you plan your work to serve teachers and contribute to school goals for student achievement?



Processes

Coach

- What process do we want to establish to help teachers access my assistance?
- What is the best way for me to spend the majority of my time?
- How will I log my work?
What evidence do you want?

Principal

- What process do you think will help teachers access your services easily and conveniently?
- How will you demonstrate how you spend your time?
- What evidence will you be comfortable providing me about your interaction with teachers?



Confidentiality

Coach

- What are your expectations related to the information you expect from me about my work with individual teachers or teams of teacher?
- What agreements can we make about confidentiality that will allow teachers to feel comfortable interacting with me, sharing their strengths and weaknesses, and being willing to take risks to change their instructional practices?
- What is the best way for me to tell you when I feel you are asking for information that is outside of our agreement?

Principal

- What agreements do you think are important about confidentiality that will allow teachers to feel comfortable interacting with me, sharing their strengths and weaknesses, and being willing to take risks to change their instructional practice?
- How will we monitor the agreements we make about confidentiality?



Reflect...

- What partnership agreements do you and your principal already have in place?
 - Are these agreements effective or do they need to be revised?
- What partnership agreements do you need to establish with your principal?

Create a plan of action based on the above reflections.

Administrator Involvement

- Develop schedules that allow for teacher to meet with coaches
- Participate in group sessions put on by coaches
- Encourage teachers to try new strategies
- Partner with coaches
- Making time for people to learn; value learning
- Start with a small(core) group then scale to larger groups
- Continue professional development themselves

Kral, 2007

Roles of the Principal ...

- Introduce concept of coaching to staff.
- Introduce coach to staff.
- Explain access to coach's services.
- Set expectations of staff interactions with coach.
- Tap district resources.
- Adhere to district and state policies.
- Meet with coach to discuss any relevant issues.
- Ensure coach has access to district resource personnel.
- Meet with team of resource personnel.
- Support coach's professional development.



Major Coaching Approaches



Think and Discuss

- What approach of coaching are you implementing in your district or school?
- What makes the approach you are using effective?



Coaching to most, simply stated is . . .

- Co-planning lessons
- Co-teaching lessons
- Debriefing lessons
- Collaborating with teachers
- Mentoring teachers

Coaching Approaches...

- Cognitive Coaching
- Consultation
- Mentoring new teachers
- Peer Coaching
- Problem Solving
- Program Specific
- Reflective Practice
- Reform Oriented
- Student Focused Coaching
- Subject Specific
- Technical



Four Major Types

- Technical Coaching
- Problem Solving Coaching
- Reflective Practice Coaching
- Collegial/Team-Building Coaching

Technical Coaching

- **America's Choice School Model** (Poglinco et al., 2003)
- Support teachers' implementation of an instructional reform initiative
- Improve teachers' practices and model instruction
- Observe teachers and provide feedback to increase fidelity of implementation
- Lead teacher study groups to disseminate information about new practices and lead meetings to examine student work

Problem Solving Coaching

- **Student-Focused Coaching Model** (Hasbrouck & Denton, 2005)
- Collaborative problem-solving with teachers to design plans to support student progress
- Support problem identification, plan implementation, and evaluation through co-planning, modeling, classroom observation, and data collection and analysis
- Model and promote teacher self-reflection
- Provide targeted, differentiated professional development

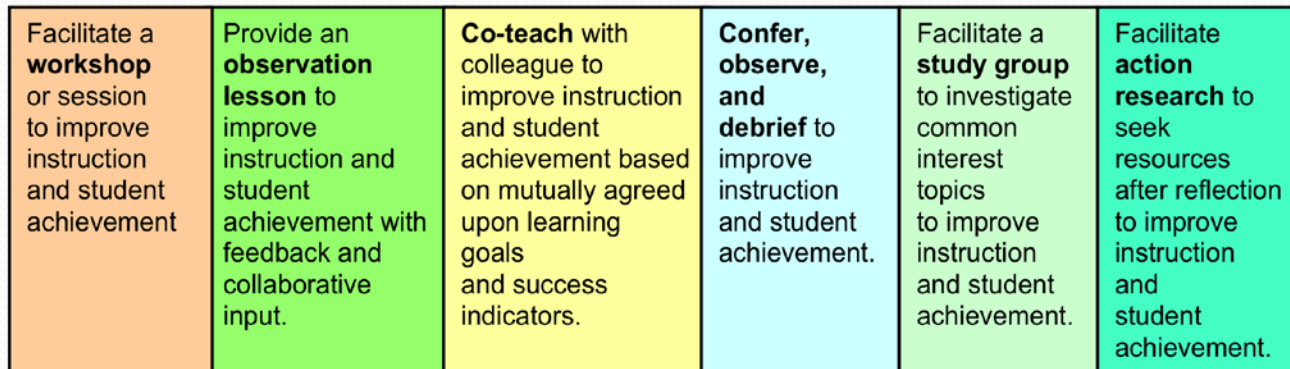
CONTINUUM OF COACHING

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.

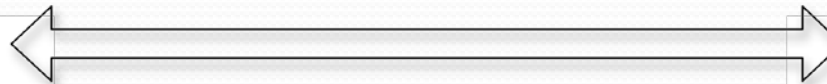
Inter-active coaching



Intra-active coaching



Increased scaffolding



Decreased scaffolding

Subjected
Centered

Solution
Seeking

Note: The term *observation lesson* has been used to replace *demonstration lesson* to denote the opportunity being provided versus a model lesson to emulate.

adapted from
E. A. Puig & K. S. Froelich, 2007
The Literacy Coach: Guiding in the Right Direction, p. 49

Reflective Practice Coaching

- **Cognitive Coaching Model** (Garmston, Linder, & Whitaker, 1993; Costas & Garmston, 1994, 2004)
- Professional dialogue through a process in which teachers explore the thinking behind their practices
- Cycle of preconference, lesson observation directed by information needed by the teacher, and post-conference
- Application of a set of strategies in conferencing, including asking probing questions, paraphrasing, and strategic use of wait time

Collegial/Team-Building Coaching

- **Peer Coaching Model** (Showers & Joyce, 1996)
- Teams of teachers meet to support the implementation of an innovation
- Dyads observe each other with no feedback
- Teachers learn from each other as they plan instruction, observe each other, and reflect on the impact of their behaviors on their students' progress
- Collaborative planning

Peer Coaching Update...

- Based on continued research on the peer coaching model, Showers and Joyce have made two changes that give it a team-building emphasis:
- (a) all teachers in a school agree to serve in both the coaching and the “coached” roles, and
- (b) verbal feedback is no longer provided following classroom observations.

The Evolution of Peer Coaching

Beverly Showers & Bruce Joyce (1996)

- “We have found it necessary and important to **omit verbal feedback** as a coaching component. When teachers try to give one another feedback, **collaborative activity tends to disintegrate.**”
- “**Collaborative planning** is *essential...*”
- “[Coaching] must operate in a context of training, implementation, and **general school improvement.**”

Peer Coaching Disadvantages

According to Lam, Yim, & Lam, 2002

- Requires too much time
- Places teachers un the scrutiny of peers
- Teacher isolation produces distaste for peer observation
- Fear of appearing authoritative

Peer Coaching Disadvantages

According to Hawk & Hill, 2003

- Difficult to monitor effectiveness
- Unmotivated teachers will make little progress
- Coaches level of expertise may be limited
- Teachers may not be skilled in giving feedback to other adults
- Poorly performing teacher might select each other so little progress will be made



Think and Discuss... NOW...

- Which coaching approach are you most interested in establishing in your district or school?
- Did you change from your original approach?
If so, why?



Designs for Professional Learning... Activities for Professional Development

Designs for Professional learning... Activities for professional development



Take time to reflect...

- What are your perceptions about differentiated professional development?
- Jot down some ideas and share with a neighbor.

Differentiated professional development...

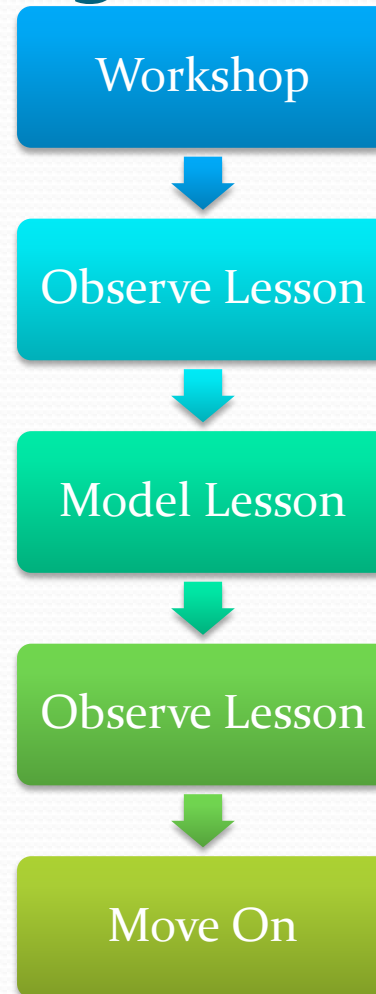
As a one-size fits all curriculum does not work for students...

a one-size fits all professional development program does not work for educators.

Characteristics of Professional Learning...

- Ensures a collegial culture where teachers become inquisitive and reflective practitioners focusing on student work
- Honors professionalism, expertise, experiences, and skills of all teachers
- Ensures some level of application for implementation

Professional development is NOT solely...



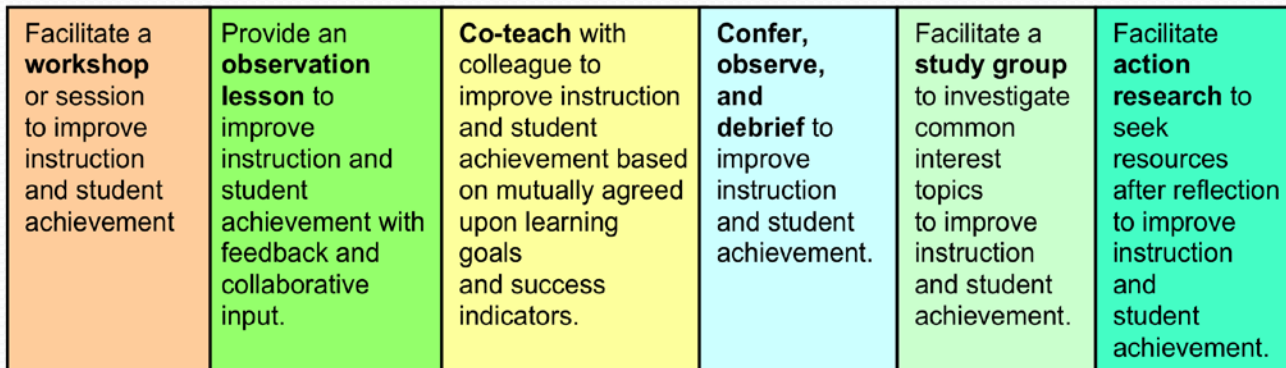
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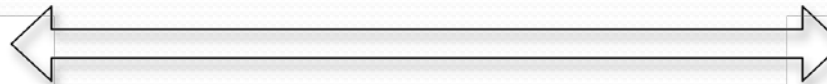
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Professional Development Activities

- Demonstrating effective instructional practices
- Facilitating study groups
- Acquiring and demonstrating expertise in the core reading program
- Working with teachers ensuring high fidelity implementation of all resources
- Assisting with screening, diagnosing, and monitoring student progress
- Monitoring and assisting with immediate intensive intervention strategies and scheduling

There *is* more...

- Accessing Student Voices
- Action Research
- Case Discussions
- Classroom Walk-Throughs
- Critical Friends Groups
- Data Analysis
- Journaling
- Lesson Study
- Mentoring
- Portfolios for Educators
- Shadowing Students
- Study Groups
- Train the Trainer
- Visual Dialogue

Multiple Designs for Professional Learning

- Using *Powerful Designs for Professional Learning*, read about your assigned professional learning activity.
- Chart your findings as a group.
- Be prepared to share your findings.

Putting it All Together

- Read the scenario on the next slide.
- What would you do for professional development at Goodman Elementary?
- As a table group discuss the situation and begin to create a plan for differentiated professional development.

Scenario

- **Flexible grouping for teacher-led small group reading instruction** has been a topic of concern at Goodman Elementary.
- This will be the **second year** focusing on this specific topic for professional development.
- It has been decided to have a **consultant** provide a **workshop for all** teachers to attend.
- Some teachers have the **management system** in place and others do not, and it varies across grades K-3.
- For many of the teachers it is a matter of **what to teach** in relationship to their student data.

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